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ABSTRACT

This report of a conference on developmental advising contains the following 18 papers: "An Introduction to the Myers-Briggs Type Indicator (MBTI)" (Roberta Corder); "Computer-Assisted Advising: The Personal Touch" (Susan Aldrich, Mark Peterson, Bruce Sands); "The Freshman Survey: Phase I" (Laura Lemonine); "Integrating the Myers-Briggs Type Indicator into a Self-Assessment and Career Exploration Course" (Teoby Gomez, Roberta Corder, Gail Zimmerman); "Heard It through the Grapevine" (Patty VanDyke); "The Undeclared Major Program at Pittsburg State University" (Robert Hilt); "A Freshman Orientation Course" (Faye Vowell); "Advising Black Scholarship Students--A Developing Model" (Carolyn Collins); "Why an Office for Student Services" (Sally McGlone, Joan Elliott); "Developing an Effective Retention Program at a Small Community College" (Johnnie Bonnar, Penny Collins, Ramona Howell); "Course Placement, Academic Advising and Student Success Courses: The Freshman Year Experience" (Patsy Causey); "Using Your Own Yardsticks" (Patty VanDyke); "Features of an Evaluation Model for Faculty Advisors in a Centralized Advising Center" (DeWayne Backhus); "Student Perceptions of the Advisor-Advisee Relationship" (Linda Fielstein); "Articulation--A Communication Problem" (Ron Formby); "Advisee Decisions Guided by Listening Advisors" (Lendley Black); "Westark's Asset Assessment and Placement Program" (Leon McLean); and "How Do You Get Students to Come In for Advisement?" (Donald Kerle). The keynote address, "Advising Adults in Transition: Implications for Developmental Advising," by Cheryl J. Polson, is included. Information on membership in and services of the National Academic Advising Association is provided. Contains 55 references. (SM)

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May 17, 1988

Dear Conferees:

Thanks for your participation in the Fourth Annual Region VII Conference on Academic Advising. I trust you enjoyed yourself in Little Rock and that you learned more about the vital process of developmental advising. To those of you who joined NACADA this year, welcome to the nation's most dynamic professional organization.

If there are sessions you were not able to attend or subjects covered in this publication about which you would like more information, please contact the presenter to establish dialogue. One of the aims of a regional conference is to extend our network of contacts among professionals in academic advising.

I hope you will begin working now on a program proposal that you would like to present at next year's conference.

Best wishes for continued success.

Sincerely,

Donald T. Garnett, Editor

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AN INTRODUCTION TO THE MYERS-BRIGGS TYPE INDICATOR (MBTI)

Roberta Corder, Academic Counselor
Texas Christian University

For those who have not taken the Myers-Briggs Type Indicator. Presenter will administer short self-scoring form of the MBTI and give an interpretation.

COMPUTER-ASSISTED ADVISING: THE PERSONAL TOUCH

Susan Aldrich, Counselor
Mark Peterson, Counselor
Bruce Sands, Counselor
Tulsa Junior College

Computer Technology -- An Impersonal Process -- enables us to provide services to increasing numbers and types of students in a more personal way. This presentation will review the advantages of a computer program which matches a student's record with the curriculum patten on a desired major. At Tulsa Junior college, centralized Advisement Centers on each of three campuses can generate a personalized graduation checklist for any student in a matter of seconds. This system helps them serve a diverse student body of 18,000+ students.

Tulsa Junior College (TJC) is an eighteen-year-old institution that provides two-year associate degrees in either Arts or Science or Applied Science. TJC operates with an open admission policy for students, which makes for a diverse population. Returning students as well as traditional high school graduates attend TJC, with the average age of all students being 29 years.

Currently, TJC has three separate campuses serving a total of over 18,000 students in credit and non-credit courses. Each campus is open for both day and evening classes Monday through Friday as well as Saturday morning classes.

A centralized Advisement Center is located on each of TJC's three campuses. Advisement services are part of the overall Counseling Program which also provides career counseling as well as diagnostic and prescriptive learning services.

The Advisement Centers are designed to help students determine their educational objectives and requriements of the degree program they enter. Professional staff members are available daytime and evening to assist students in planning their objectives, enrolling in courses, determining transfer requirements, and ensuring that students fulfill TJC degree requirements.

In 1982, TJC initiated use of computer generated curriculum plans. These plans match courses completed by a student with courses

required for any particular major, enabling the student to see precisely which courses remain for graduation.

The "7A" (our term for the computer generated plan) is ordered in any Advisement Center using a CRT terminal that is on-line with an IBM 4331 mainframe computer containing all student records. Using a student's social security number, the individual's academic record is matched with any desired major's master profile. The resulting document is generated on an IBM printer in that Adivsement Center.

In addition to displaying the student's academic record and major requirements, the 7A also displays the student's name, social security number, ACT scores, overall grade point average, TJC grade point average, total hours attempted, catalog year and degree option for that major. The advisor then has complete information to review the curriculum plan with the student.

Students may request a 7A at any time. Any student requesting a course substitution or a waiver of any kind must file a curriculum plan with the Advisement Center. Students expecting to graduate are also required to file a curriculum plan with the Advisement Center as the first step in declaring for graduation. Veteran's Assistance and Financial Aid recipients are required to plan their programs of study and 7As are ordered through the Advisement Centers to assist those students.

The 7A has proven to be a real time-saver to advisors, enabling them to serve increasing numbers of students more efficiently. The system has worked so well that planning is under way to expand the capabilities of the system.

TJC's Advisement Centers, through the use of the 7A, establish a process for developmental guidance, continuous advisement/registration, advisor/advisee coordination, and early identity/follow-up for students.

"THE FRESHMAN SURVEY: PHASE I"

Laura Lemonine, Dean, Junior Division
Louisiana State University, Baton Rouge

Since 1982 when LSU finilized a student records data base, Junior Division has been tracking the freshman to sophomore progress rates of entering fall freshmen. As a result of these data, steps were taken to identify the causes of attrition. Our goal is to reduce the 34 percent freshman to sophomore attrition rate and increase the graduation rate. In 1987, as the result of attending a session by The Pennsylvania State University at the NACADA Conference in Seattle, arrangements were made to modify their survey for our entering freshman class in fall 1987. The results of this survey have been tabulated and provide invaluable information and insight into our current recruiting, orientation and retention strategies.

Phase II of this project is already in progress. At mid-semester all fall freshmen completed a follow-up survey which pinpointed specific problem areas that lead to attrition. These results were correlated with academic status and grades at the end of the fall semester.

The purpose of the proposed program is to describe the LSU Freshman Survey, present the results, and draw conclusions, for further study and transference to other institutions. Since LSU was an open-admission institution in fall 1987 and has the largest developmental enrollment in the state, the results of the tracking program and survey are quite revealing. Factors to be presented include: (1) certainty, knowledge, and possibility of changing major; (2) actual and anticipated gpa; (3) actual and anticipated hours of study; and (4) courses that posed major difficulties. A comparison will be made with results at Penn State.

INTEGRATING THE MYERS-BRIGGS TYPE INDICATOR INTO A "SELF-ASSESSMENT AND CAREER EXPLORATION" COURSE

Teoby Gomez, Acting Director, Center for Academic Services
Roberta Corder, Academic Conselor
Gail Zimmerman, Academic Counselor

This presentation will demonstrate uses of the MBTI in a one hour elective course for undecided students. Discussion will focus on the structure of the class, three specific areas of application of the MBTI, and integration of the MBTI throughout the semester. Hand-outs will include copies of the course syllabus and class materials. The program is addressed to those already familiar with the MBTI and type theory.

A. Relationship to theme: "Developmental Advising. . .How? Why?"

A key component of developmental advising is helping students gain a better understanding of themselves in relation to their career alternatives and the decision-making process. This can be very time consuming for advisors trying to help students individually. A more efficient way can be through the offering of a one hour, elective credit course entitled "Self-Assessment and Career Exploration."

B. Major points/conclusions

(1) An overview of the structure of the class as it applies to the "planful" decision-making model

(2) Specific application of the MBTI within three major areas: personal/interpersonal implications, teaching/learning styles, major/career implications

(3) Integration of the MBTI throughout the semester and its relevance to values clarification, skills assessment, personal characteristics, and decision-making strategies

"HEARD IT THROUGH THE GRAPEVINE"

Patty VanDyke, Director, Talent Development Center
Northwest Missouri State University

Not all advising and referral services within the learning environment are traditional and formal. Through targeted involvement activities, the Talent Development Center is seeking to expand the network of caring, supportive, and informed personnel who can help students make the most of their working and academic lives. The presenter will describe the responsibilities for training of work study employees and service scholarship students, the development of learning aids, and increasing involvement of the support staff within all activities of the university.

Theme: Getting on the Grapevine: Tapping Into the Support Staff as a Resource.

As a logical extension of the "talent development concept" which guides many of the activities of Northwest Missouri State University, the Administrative Assistant to the Director of the Talent Development Center helped involve existing support staff personnel as a referral source, took leadership responsibilities in recognizing and rewarding staff performance through a new reward system, and authored a basic guide for the campus word processing system. By tapping the potential of support staff workers, a campus can increase the number of "significant and caring others" who are in contact with students in different ways from those of the advisor and the faculty member. In that difference, there is often opportunity, Northwest Missouri State University is developing "model programs" to empower key workers within the University community who are too often by-passed or overlooked in any renewal/development programming.

Materials will include handouts and model letters; materials developed for training purposes; guide lines for student employee training and responsibility; manual for word processing.

THE UNDECLARED MAJOR PROGRAM AT PITTSBURG STATE UNIVERSITY

Robert Hilt, Associate Professor of Geography
Coordinator of Special Academic Projects
Pittsburg State University

During the academic year 1985-1986, the newly established Academic Advisement Coordinating Board at Pittsburg State University became concerned with the lack of adequate advisement channels for students not declaring majors. There was not any formal method of

aiding these students in the advisement process. In lieu of forcing students into declaring a major, the Vice-President of Academic Affairs, the College of Arts and Sciences representative to the A.A.C.B. and concerned faculty established a non-majors (undeclared majors) option for academic advisement. Since the fall semester of 1986, approximately 150 new students per academic year have been served by this program.

This presentation is concerned with the origins of the undeclared majors program at Pittsburg State, its development as a model program, and results in retention and channeling students into academic majors. Among items to be covered are: gaining administrative support, recruitment of establishing record keeping, and data on retention and channeling students to academic majors.

A FRESHMAN ORIENTATION COURSE

Faye Vowell, Associate Vice-President for Academic Affairs
Emporia State University

ESU's freshman orientation course is taught by advisors from our centralized intrusive advising center. The workshop will share the structure of the course, evaluation by students and advisors, and sample exercises.

ADVISING BLACK SCHOLARSHIP STUDENTS--'A DEVELOPING MODEL'

Carolyn Collins, Associate Dean, Junior Division
Louisiana State University

Louisiana State University annually awards scholarships to high achieving black students based on ACT scores and high school grade point averages. Since the inception of this program a large number of black scholarship students have been unable to retain their scholarship because of low grade point average.

In this presentation, I shall present the LSU Scholarship Program criteria, a brief history of the success of scholarship students in general and black scholarship students in particular. I shall present a profile of the successful and unsuccessful student, in an attempt to develop strategies for advising black scholarship students and predicting their success in selected curricula.

WHY AN OFFICE FOR STUDENT SERVICES

Sally McGlone, Lecturer, College of Business & Industry
Emporia State University
Joan Elliot, Academic Records Assistant,
College of Business & Industry
Mississippi State University

Clients who visit the Office for Students in the College of Business and Industry, Mississippi State University include currently enrolled students, prospective students, and faculty advisors searching for accurate answers to a myriad of questions. They need help! The goals of this office include improving the quality of advisement in the college, providing precise student records, and assisting students whose academic problems extend beyond the normal advisement service provided by faculty advisors. This program is presented by the original personnel of this office who will discuss the goals and demonstrate procedures implemented for improving the quality of advisement in the College.

On July 1, 1986, the College of Business & Industry at Mississippi State University established an office housing three microcomputers, one typewriter, two telephones, and a low-volume photocopier. The office is staffed by two support staff members. The clients who visit this office include currently enrolled students and prospective students as well as faculty advisors searching for accurate answers to a myriad of questions. They need help! This office was established to improve the quality of advisement in the College, to provide precise student records, and to assist students whose academic problems extend beyond the assistance from a faculty advisor. The presenters of this proposed program are the original personnel of this office.

This lecture/presentation will focus on the following topics: (1) advisor packets; (2) computerized student progress reports; (3) faculty attitude toward advising; (4) the role of the staff of the office.

The program will begin with introduction of the presenters and a brief history of the University being represented.

Each member of the audience will be given an advisor packet. The presenters will explain the purpose of the various pieces of information in the packet. Results of a survey of advisors to determine the extent of use as well as suggestions for improvement will be discussed at this time.

Using an overhead projector, the presenters will display a transparency of a typical computerized record explaining how the information is formatted and used as an advisement tool. A microcomputer will be used to demonstrate how individual student records are created and updated.

Each member of the audience will be given a student handbook and the presenters will discuss its contents and uses.There will be a discussion by the presenters with regard to their role(s) in advisement and their responsibilities to students and faculty.

There will be a twenty-minute period at the end of the program for questions and computer demonstration.

DEVELOPING AN EFFECTIVE RETENTION PROGRAM AT A SMALL COMMUNITY COLLEGE

Johnnie Bonnar, Director of Counseling and Retention
Penny Coggins, Director of Special Services
Ramona Howell, Dean of Development
Fort Scott Community College

This presentation of a retention model, which has proven successful at one small rual community college in the midwest, will suggest ways to implement an effective retention program utilizing limited staff and funds. The model emphasizes the retention connection with development education courses. The goal is to increase student ability and motivation to persist from freshman status to graduation while increasing the student's competence to function effectively in a number of adult roles after graduation. The discussion topics include: orientation, advising, course placement, developmental education, and job placement.

Fort Scott Retention Model pp. 7a - 7l

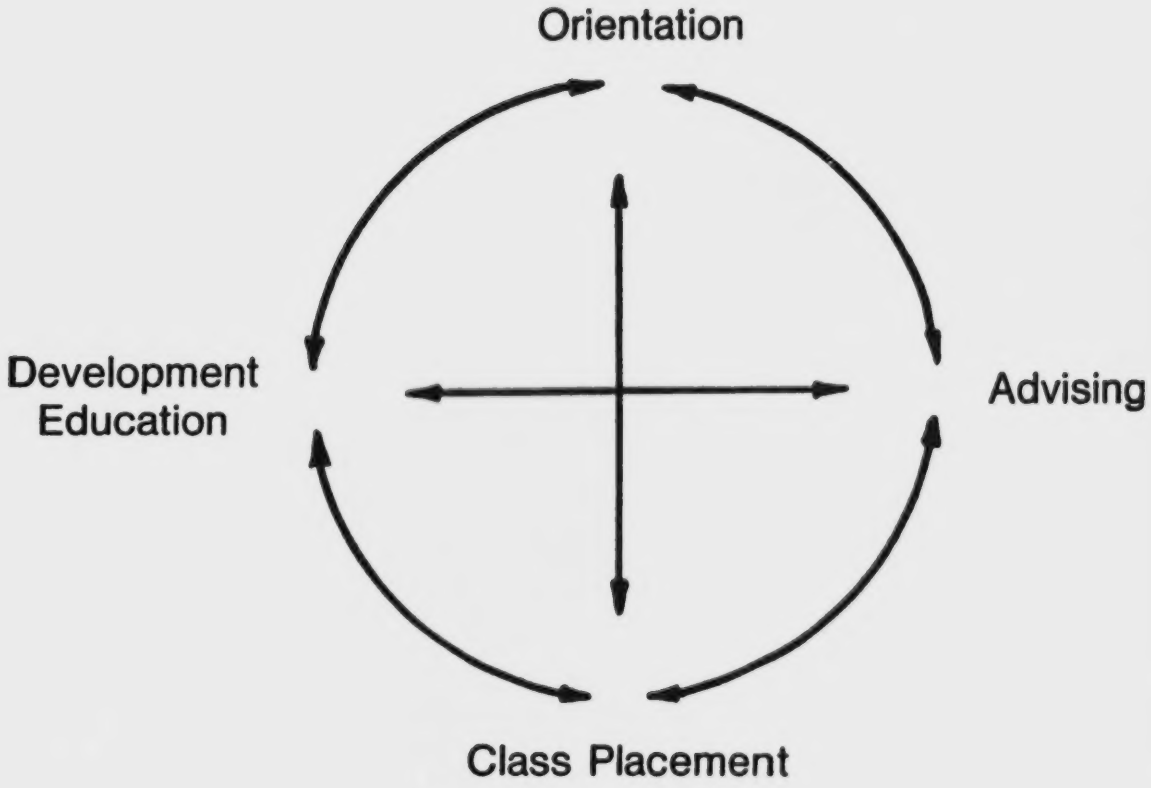
COURSE PLACEMENT, ACADEMIC ADVISING AND STUDENT SUCCESS COURSES: FRESHMAN YEAR EXPERIENCE

Patsy Causey, Dean, College of Basic Studies
Southeastern Louisiana University

The College of Basic Studies at Southeastern Louisiana University is the academic home for new students (freshmen and transfers). In order to help students succeed during that critical freshman year, the College provides a variety of assistance and support programs. These include course placement, academic advising, and student success courses. This session details how and why students are assigned to one of the two Departments within the College, the academic advising delivery systems employed, and the student success courses that are offered for each population of students within the College.

The major objective of this presentation is to share with the target audience three successful programs offered in the College of Basic Studies. These programs are designed to enhance the experience of freshmen.

Fort Scott Community College
Retention Model



Job Placement

STUDENT OVERVIEW

1. Colleges will expect a 15% decline of students in the next 20 years.

2. Carnegie Foundation report indicates that 6 out of 10 will drop out of school as freshmen.

3. Students drop out of school when education is not a priority.

4. Students are less well prepared.

5. Students are uncertain about careers and majors.

6. Students are more career driven.

7. Minorities will increase.

8. Adults will be returning for re-education.

9. Students are more cost-benefit conscious.

10. Retention is cost-effective.

11. Students need to make a significant contact within the first three weeks.

12. Nation wide task force reports high-ranking factors were:
    1. Caring attitude of faculty and staff
    2. High quality of teaching

SUPPORT STAFF ROLE IN RETENTION

1. Keep switchboard informed if you're gone or off campus.
2. Instruct student workers and new employees of correct telephone procedures.
3. Answer all calls promptly.
4. There are no dumb questions — only condescending answers.
5. Answer phones before 3rd ring.
6. Never be discourteous on the phone. Contact your supervisor if someone gives you trouble on the phone.
7. Answer phone consistently with your department name - "Good Morning, Admissions Office - Liz Harvey speaking."
8. Never let a question go unanswered.
9. If your supervisor is out of the office, always take a message. People feel put off if they hang up and don't leave their name.
10. Save students steps. Use the phone if you have a question before you send them off to another building.
11. Keep student workers informed about who does what.
12. Be aware of campus events.
13. When transferring a call, inform caller of the extension in case you're cut off.
14. Don't leave a caller on hold for a length of time before getting back to them.
15. Always keep the mission of FSCC in your mind.

FACULTY ROLE IN RETENTION

1. Point in fact: —Retention is not the goal, but the by product of improved educational programs and services to students.

2. Lowering of standards is not the answer - have a tough placement policy.

3. Provide a hassel-free environment.

4. A student's needs depend on what he/she learns and that correlates directly to how long he/she stay.

5. Hand deliver students to a referral source.

6. Be a helper and developer of relationships with your advisees.

7. Examine your own style of teaching.

8. Study retention in your classes - look for positives and negative attributes.

9. Increase out-of-classroom time with students.

10. Most influential faculty members were:
    1. Available and open for discussion - 81%
    2. Stimulating intellectually - 81%
    3. Helps me feel confident about my own abilty - 72%
    4. Demands high quality of work - 60%

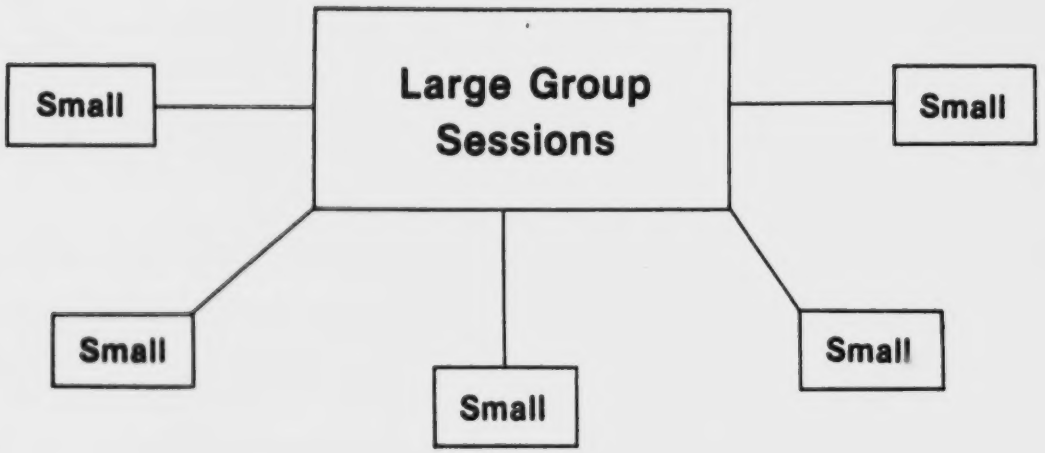
CAMPUS ROLE IN RETENTION

- Retention is not a job of student personnel workers - but a campus-wide effort.
- Retention is not the goal, but the by product of improved educational programs and services to students.
- Hand deliver students to a referral source.
- Be a helper and developer of relationships with all students.
- Campus-wide alert/referral system.
- Recognition and provision for needs of special groups.
- Enrollment management is a campus-wide project. Happy students are our best recruiters.
- Students need to make a significant contact during the first three weeks.
- Our ultimate goal is to provide a hassel free environment.

— Orientation Class —

Objectives

1. Inform students about available service (Academic Advisors, Counseling Center, Financial Aids, MILL Services, Library, Etc.)
2. Explore career choices
3. Clarify life goals
4. Explore relationships between life goals and career goals.
5. Identify student direction.



Large Group Sessions

1. Problem solving
2. Decision making
3. Stress management
4. Goal setting

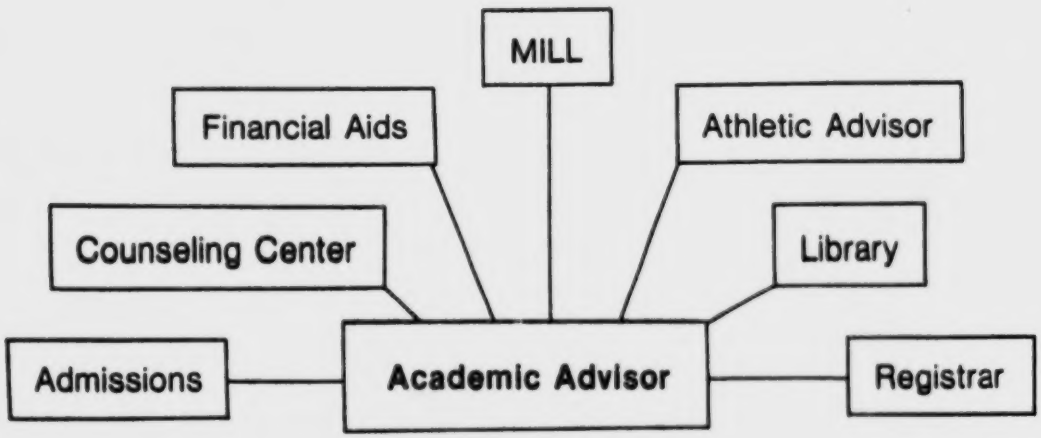
Small Group Sessions

1. Support Services
2. Time Management
3. Develop Relationships
4. Clarify Goals
5. Value Clarification

— Academic Advisors —

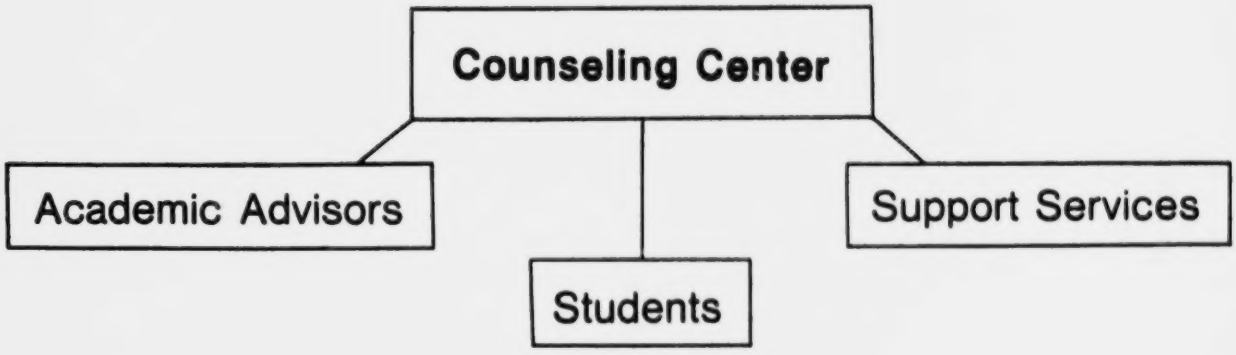
Objectives

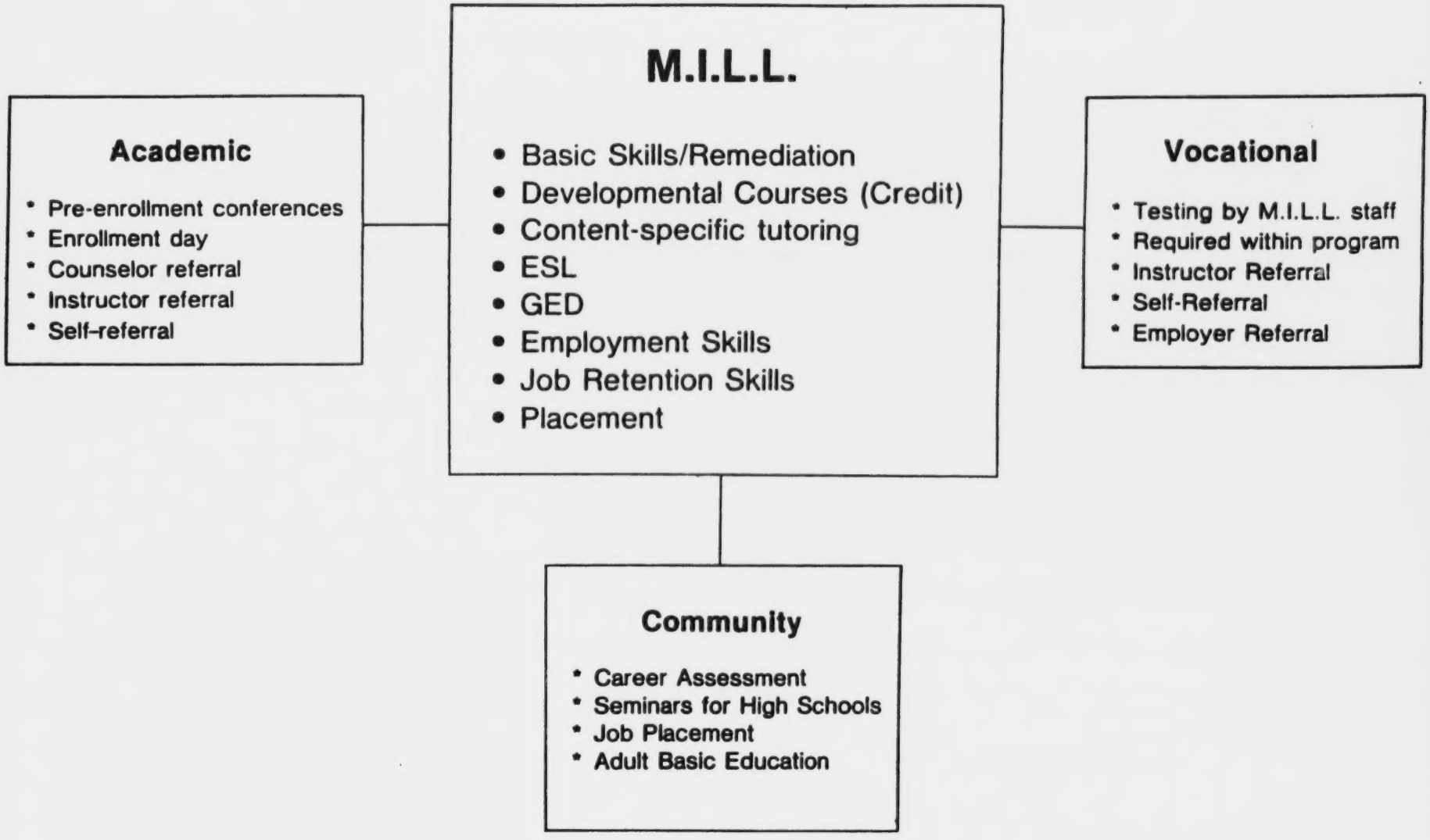
1. Helps student with career exploration
2. Helps student clarify life goals
3. Helps student explore relationship between life goals and career goals
4. Aids student in identifying directions
5. Acts as an early alert warning agent to counseling center
6. Acts as transfer agent to other institutions
7. Explores course electives
8. Helps student work out sequence of classes for two year program
9. Helps student schedule classes
10. Re-evaluates and reaffirms student's choices



— Counseling Center —

1. Develops system and keeps advisors updated and informed
2. Provides materials and tools to advisors. Such as: Advisement Handbook, Two Year Profile, Asset Scores, Act Scores, Enrollment Forms, Phone Numbers, etc.
3. Acts as a liaison between student services and advisor system
4. Maintains own list of advisees
5. Coordinates orientation during Summer, Fall and Spring semesters
6. Responds to early warning system as referred by advisors and faculty members
7. Keeps the College President informed as to effectiveness of Academic Advising System
8. Confidentially works with students on a more personal level with problems




M.I.L.L.
• Basic Skills/Remediation
• Developmental Courses (Credit)
• Content-specific tutoring
• ESL
• GED
• Employment Skills
• Job Retention Skills
• Placement
Academic
* Pre-enrollment conferences
* Enrollment day
* Counselor referral
* Instructor referral
* Self-referral
Vocational
* Testing by M.I.L.L. staff
* Required within program
* Instructor Referral
* Self-Referral
* Employer Referral
Community
* Career Assessment
* Seminars for High Schools
* Job Placement
* Adult Basic Education

Procedure for Developmental Courses

Step one: Assessment

Step two: Create individual learning plan(s)
Establish schedule for attendance

Step three: Instruction process
- a. 20 clock hours per credit hour
- b. self-paced
- c. one-on-one or small group
- d. mastery tests throughout

Step four: Final grades computed
- a. mastery tests
- b. improvement
- c. attendance

Step five: Progress reported to counselor

Assessment Instruments

* Reading —	Nelson/Denny Reading Test
* Math —	Wide Range Achievement Test (WRAT)
* Writing —	BLS Tutorcourse
* GED —	KATB and GED practice exams
* Employment —	JTPA Youth Competency Model
* Placement —	APTICOM

STUDENTS ARE. . .

. . . the most important people on the campus. Without students there would be no need for the institution.

. . . not cold enrollment statistics but flesh and blood human beings with feelings and emotions like our own.

. . . not people to be tolerated so that we can do our thing. They are our thing.

. . . not dependent on us. Rather, we are dependent on them.

. . . not an interruption of our work, but the purpose of it. We are not doing them a favor by serving them. They are doing us a favor by giving us the opportunity to do so.

The session will focus on the current concept in higher education referred to as the Freshman Year Experience, i.e., extra support for students during their first year within a college setting. Included in this session will be information on the procedure for the placement of students into developmental/remedial or regular college courses. Academic advising as two distinct delivery systems in the Division of Developmental Education and in the Junior Division will be discussed. The three student success courses designed for each of the three populations in the College of Basic Studies will be explained (Developmental Academic Skills, The Student in the University, and Career Planning).

This session is designed for all target audience participants. Handouts on the information presented will be disseminated.

USING YOUR OWN YARDSTICKS

Patty VanDyke, Director, Talent Development Center
Northwest Missouri State University

Northwest Missouri State University successfully faced several challenges associated with a state mandated assessment program. The presenter will describe those challenges--from the external to the internal--showing how a clear sense of mission and identity coupled with an institutional operating philosophy lead to a unique program using multiple measures with both centralized and decentralized components.

In a state which mandates assessment, the schools may assume the desperate "Ready! Aim! Fire!" paradigm, quickly committing to a full range of instruments designed to satisfy external scrutiny. Unfortunately, that paradigm will lead to high expenses, relatively useless data, centralized assessment functions with only "nuisance value" on the relationship between the institution, the coordinating board, and the legislative and executive branches of state government.

Northwest Missouri State University felt pressure to "follow the yellow brick road" down which its sister institution, Northeast Missouri State University, had tread a decade before. But Northwest did not adopt the "value added" model or "the hype" around that model. As a consequence, Northwest developed a unique, mission-centered assessment program which included the key features addressed by Peter Ewell and others in their discussions of assessment programs (see AAHE monographs). After a pilot year, Norhtwest has a core of key activities in place, but more importantly, assessment to improve instruction and learning and workshops to improve individual faculty member's assessment skills have become the order of the day.

Assigned the responsibilities to develop Northwest Missouri State University's "Assessment," the Director of the Talent Development Center can offer the political insights and planning strategies that

were adopted to make assessment at Northwest "institutionally therapeutic."

Materials will include overviews of models adopted by the institutions of Missouri in the opening maneuvering to meet state time-lines; perspectives on funding and budgeting that should become part of the planning; development projects (transferrable models).

FEATURES OF AN EVALUATION MODEL FOR FACULTY ADVISORS IN A CENTRALIZED ADVISING CENTER

DeWayne Backhus, Director, Student Advising Center
Emporia State University

Following a brief presentation of the rationale for evaluation of the faculty member as advisor within the context of the total faculty role, a model which has evolved in a centralized advising system at Emporia State University will be discussed. Generic implications will be emphasized. Aspects of the presentation will include advisee perceptions of the advisor, an advisor self-evaluation component, and a director-prepared component. Perspectives in the presentation will include those of the faculty advisor as will as those of an administrator. Visuals will be utilized and the participation of the attendees will be encouraged.

STUDENT PERCEPTIONS OF THE ADVISOR-ADVISEE RELATIONSHIP

Linda Fielstein, Assistant Professor
Department of Psychology/Counseling
University of Central Arkansas

The researcher will review the findings from a 1984-85 study, conducted at the University of Arkansas, Fayetteville, that was subsequently published in the NACADA Journal, September 1986. Students interviewed were asked to describe in their own words the type of interaction preferred with a faculty advisor.

This presentation will be based on the findings from a study conducted in 1984-85 at the University of Arkansas, Fayetteville campus, and subsequently published in the NACADA Journal, September 1986. The purpose was to determine whether or not the relationship described in the student development theory-emphasis on a personal relationship and involvement in the student's life-was the actual relationship students prefer when interacting with a faculty advisor. From a review of the literature, relatively little is known about the type of relationship students prefer. Although many authorities in the field argue for developmental advising, was it the actual relationship desired by students?

Population

Sophomores and seniors were selected randomly from three colleges-the College of Agriculture and Home Economics, the College of Arts and Sciences, and the College of Business Administration-at the University of Arkansas, Fayetteville. The sample total of 90 was stratified by majors, as well as by colleges.

Instrumentation

The researcher designed a questionnaire after a thorough review of surveys currently being used at postsecondary institutions. Statements developmental in nature were selected from instruments employed in previous research and placed in an interview format. The instrument was pre-tested with a sample of 11 students selected from a population similar to the one used in the study.Research Design

Students selected for the sample who had telephones were contacted and interviewed (83%) and students without telephones received the questionnaire by mail (17%). During the phone interviews, students whoe responses suggested either extreme satisfaction or extreme dissatisfaction with what they were receiving from their advisors were invited to participate in a face-to-face interview. Twenty students were interviewed in this manner. This presentation focuses on the information gleaned from the face-to-face interviews only.

Purpose of this program

The purpose of this presentation is to improve academic advising by gaining a greater understanding of the nature of the relationship preferred between advisor and advisee from the student's perspective.

Summary of the findings

1. The relationship was confined to activities normally performed by advisor, e.g., academic issues and concerns, dispensing accurate information, clerical tasks, etc.

2. Traditional advising activities were considered prerequisites; activities beyond were seen as additional benefits.

3. The concept of developmental advising was not rejected per se; it was not seen as expected or as practical in light of faculty-student ratios, heavy teacher loads, professional demands, lack of funding, etc.

4. In summary, knowing the student as a person, taking an active interest, being on a first name basis, recognizing the student in the halls, and recalling the student's name seemed to characterize the preferred personal relationship.

Applicability of other institutions

Students, being direct recipients of advising services, are probably in the best position to supply information to administrators, faculty, and staff for improving the advising system. Asking students to define the type of interaction preferred with a faculty advisor may illuminate ways to improve and strengthen the relationship.

The findings from the study suggest outcomes that can be readily implemented by colleges and universities, irrespective of size or budget. In summary, students expressed, with few exceptions, a preference for a faculty advisor to know them personally. This can be accomplished by selecting advisors who have a genuine interest in and concern for students. Administrators will need to seek out teachers known for their ability to relate well to students.This may, however, require changes in the way advisors are usually selected. Administrators and deans will need to screen carefully as they look for faculty members who are willing to serve as advisors and who are capable of becoming personally acquainted with students.

ARTICULATION-A COMMUNICATION PROBLEM

Ron Formby, Director of Counseling
Westark Community College

One of the most common criticism of community Colleges among prospective students is "Courses won't transfer". All of us in the Education Business know that in some cases this is true. It is true in both two-year schools and four-year schools. Many courses will not transfer from two-year to four-year schools as well as transfer from one program to another within either institution. However, we do know that programs can be developed that will allow a student to transfer smoothly from one institution to another. These plans are commonly referred to as Articulation Agreements.

An Articulation Agreement plan is in essence a system of communicating with all the components that will allow a student to move smoothly from one institution to another. The key in Articulation Agreements as it implies is a well defined system of communication.

The need for communication implies that someone or group is in need of information that would improve their position in meeting their goals. We could fall in the trap of believing that the person in need of information is the student or prospective student and the one with the information to give is the institution.

However, this is of course not the case in developing as Articulation plan. Communication must be developed among the following:

Two-year schools - Current students
Two-year schools - Prospective students
Two-year schools - Parents of Prospective students
Advisors - Two-year administrators, Faculty
Advisors - Four-year Faculty, Admissions Officers, Administrators
Admissions Officers from two-year and four-year schools - High School Counselors, Faculty and Administrators

Thus, it is obviously more than just developing a one-way communication plan to inform students of what they need to know.

Westark Counseling Staff, which serves as the advising component of the College, has developed an Articulation plan which involves the above list of communication channels. It is also our experience that implementation of this plan has impact on the following:

Increased awareness and reponsibility of the student involvement in Educational Planning.

Increased awareness of Faculty and Administrators of Westark and receiver schools of the significance of Agreements.Greater Participation in Division Administrators from Westark and Advisors at receiver schools.

Increased awareness in High School personnel and prosepective students on expectations from Westark.

A positive selling component in marketing Westark.

Increased confidence in the advising process by both faculty and students.

The overall noticeable results in our area is that the comment "Courses Won't Transfer" is rarely heard. Articulation Agreements should be an integral part of every institutions Advising System.

ADVISEE DECISIONS GUIDED BY LISTENING ADVISORS

Lendley Black, Assistant Professor of Theatre
Emporia State University

This is a workshop and discussion of effective listening techniques which can help advisors lead advisees to productive decision making. A faculty member in academic advising, who is also a theatre director, will share actor-training exercises which can be applied to advisor and advisee interaction.

Rational: This workshop will examine the decision making process in advising sessions and will share techniques to improve listening and communication with advisees. Developmental advising places emphasis on an advisee making his\her own decisions after receiving good information from an advisor. This precludes the student from making up his\her mind about important issues before seeing the advisor and it creates the need for an advisor to fully listen and understand the student's perspective in order to guide the advisee to a productive decision. If an advisor does not listen closely, or does not have the skills to hear what the students communicates, this advisor will often jump to incorrect conclusions. This can lead to incomplete information and misguided advice. There is nothing new in the notion that effective listening skills will improve advisor effectiveness. What I can offer that is new, or at least different, are actor-training techniques which improve listening effectiveness and one-on-one communication. In addition to my experience as a teacher and director, I have advised in E.S.U.'s Student Advising Center for three years.

WESTARK'S ASSET ASSESSMENT AND PLACEMENT PROGRAM

Leon McLean, Counselor
Westark Community College

This presentation describes Westark Community College's ASSET program for assessment, advisement, and placement. Background information, a complete description of the ASSET program, and implementation of ASSET at Westark will be described in a lecture format.The 60 minute time period will allow for questions and discussion. Complete program descriptions and materials used by Westark will be available as handouts to the participants.

The ASSET Success Program focuses on reading, writing, and mathematics skills that are most likely to be utilized in college classes. For this reason, all new students enrolling in nine or more hours and students enrolling in their first English or mathematics course are required to participate in the ASSET Success Program before they complete the registration process. Exceptions may be made for students who already have a degree, for students who have already satisfactorily completed college-level math or English elsewhere, for students who request the beginning level courses, and for students who have ACT or SAT scores.

Students wishing to enroll at Westark will begin the enrollment process at the Counseling Center. The counselor who sees the student can explain Westark's ASSET Success Program and determine if the student needs to participate in ASSET. If the student needs ASSET, he/she can sign up for a convenient time on the schedule that will be in the Counseling Center.

During the ASSETT Success Program the student will complete the Educational Planning Form. The Educational Planning Form is a comprehensive questionnaire that collects information on personal history, academic background, and educational and career goals. This information is helpful for advisement as well as retention research.

The ASSET Success Program will be scheduled four times each week for approximately three months prior to the beginning of each of the fall, spring, and summer semesters. Additonal sessions will be added as needed near the beginning of each semester. The ASSET Success Program will be administered in the Assessment Center. A two-and one-half hour block of time will be utilized in the following manner:

1. Welcome (5 minutes)
2. Educational Planning Form (10 minutes)
3. Language Usage Test (11 minutes)
4. Reading Skills Test (20 minutes)
5. Numerical Skills Test (18 minutes)
6. Break (10 minutes)
7. Orientation and Success Packet (45 minutes)
8. Advanced Math Test (25 minutes)

All students participating in ASSET will need to spend approximately two hours. Those taking the advanced math test will need slightly less than two-and-one-half hours.After the students have taken the language usage, reading, and mathematics skills tests, answer sheets will be collected and scored with a Scan Tron machine for immediate return to the students. While the tests are being scored, an orientation seesion will be completed. During this time, the material contained in the "Success Packet" will be explained. The information is designed to make students aware of campus procedures, programs, and activities. It would be appropriate to develop a slide-tape or videotape presentation about Westark's programs to show during this time.

After the orientation session, tests will be returned to the students. At this time, those students who do not require additional math testing will be directed to the Counseling Center for advisement. When the remaining students complete the advanced mathematics section, their tests will be scored and returned. This group of students will then be directed to the Counseling Center for advisement.

HOW DO YOU GET STUDENTS TO COME IN FOR ADVISEMENT?

Donald Kerle, Professor of Social Science
Ruthellyn Hinton, Associate Professor, Department of Nursing
Pittsburg State University

This presentation will lead a discussion concerning their work under a Title III grant to improve advisement at Pittsburg State. They invite others who have discovered successful strategies for establishing regular contact with students to share experiences with the group.

National Academic Advising Association

Invites Applications for Research Support
1988

Introduction

Under the provisions of this application research support may be awarded for proposals submitted for the express purpose of contributing to the field of advising-related research. Specifically, we are interested in receiving proposals concerned with developing, conducting and reporting:

- empirical studies
- evaluation or analysis of advising practices, models or systems
- development, evaluation or analysis of advising-based theory
- studies of the history, evolution and future of the field
- development of instruments or measurements to assess advising outcomes
- integrative or field-theory approaches to advising theory or practice

Eligibility

Practicing professionals as well as graduate students seeking support for dissertation research are eligible. Support may be awarded in both categories. Applicants must request the appropriate application, either: 1) Practicing Professional Application; or, 2) Dissertation Research Application.

Deadline for Submission

Applications must be postmarked on or before **August 1, 1987.**

Award Decision

October, 1987

Date of Funding Award

Funds will be awarded on January 1, 1988.

Request for Applications

Applications and guidelines for NACADA Research Support may be obtained from:

James J. Kelly, Chair
NACADA Research Committee
The Pennsylvania State University
304 Grange Building
University Park, PA 16802

NACADA NATIONAL CONFERENCE PROCEEDINGS

Proceedings from past conferences are available for $4.00 each.

- Fourth Conference - 1980 "Academic Advising as a Developmental Process"
- Fifth Conference - 1981 "Academic Advising: the Pivotal Point"
- Seventh Conference - 1983 "Beyond Change: Managing the Multifaceted Role of the Academic Advisor"
- Eighth Conference - 1984 "Academic Advising as a Form of Teaching"
- Ninth Conference - 1985 "Academic Advising: Responding to a Call for Excellence in Higher Education"
- (The Sixth Conference Proceedings are currently out-of-print.)
- You may also order, as a special package plan, proceedings for the 4th, 5th, 7th, 8th, & 9th conferences for $15.00. Add $2.00 for postage/handling if the order is not prepaid.

NACADA TASK FORCE REPORTS

The following Task Force Reports are available at $6.00 each.

- ADVISING AS A PROFESSION (1987)
- ADVISING ADULT LEARNERS (1986)
- ADVISING STUDENTS IN OVERSUBSCRIBED AND SELECTIVE MAJORS (1985)
- You may order a special package plan of all three Task Force Reports for $15.00. Add $2.00 for postage/handling if the order is not prepaid.

- You may order a complete set of the above publications (5 Conference Proceedings and 3 Task Force Reports) for $25.00.
  Add $3.00 for postage/handling if not prepaid.

PLEASE SEND YOUR REQUEST WITH PAYMENT TO:

THOMAS J. GRITES
DIRECTOR OF ACADEMIC ADVISING
STOCKTON STATE COLLEGE
POMONA, NJ 08240

Be sure to include your return address.

MAKE ALL CHECKS PAYABLE TO NACADA

NATIONAL ACADEMIC ADVISING ASSOCIATION

THE NACADA JOURNAL
WELCOMES YOU TO LITTLE ROCK
MAY 15 - 17, 1988

If you are new to NACADA, you should know that the organization has published a twice-yearly periodical since 1981. The NACADA Journal welcomes all full-length articles, brief essays, editorial opinions, or book reviews pertaining to academic advising in higher education.

As a benefit of your NACADA membership, you automatically will receive a copy of the Journal. Institutions may order the Journal at the subscription rate of $30/year (2 issues). Back issues, including a five-year index, are available at the rate of $10/issue.

Inquires regarding institutional subscriptions may be directed to:

Ed Danis, Editor
NACADA Journal
c/o Penn State
212 Grange Building
University Park, PA 16802
814-865-7576

The American College Testing Program (ACT) and the National Academic Advising Association (NACADA) have established the ACT/NACADA National Recognition Program for Academic Advising to honor individuals and institutions who are making significant contributions to the improvement of academic advising, and to disseminate information about these contributions to other professionals in the field.

Awards are given in two categories:

Outstanding Advisor Awards

These awards will be presented to individual advisors who have been determined to have demonstrated the qualities associated with outstanding academic advising of students.

Outstanding Institutional Advising Program Awards

Awards in this category will be presented to institutions which can document innovative and/or exemplary practices that have resulted in the improvement of their academic advising services.

Sponsoring Organizations

The American College Testing Program (ACT), founded in 1959, is an independent, nonprofit organization that provides a variety of educational services to students and their parents, to high schools and colleges, and to professional associations and government agencies. ACT was best known during the 1960s for its standardized college admissions testing program. In the years since then, ACT has developed a full range of programs and services in the areas of college admission and advising, student retention, career and educational planning, student aid, continuing education, and professional certification.

The National Academic Advising Association (NACADA), founded in 1979, promotes the quality of academic advising in institutions of higher education. NACADA is dedicated to the support and professional growth of academic advisors and the advising profession. Through its publications and meetings, NACADA provides a forum for discussion, debate, and the exchange of ideas regarding the role of academic advising in higher education.

For more information about the ACT/NACADA National Recognition Program for Academic Advising write to:

ACT/NACADA National Recognition Program
The American College Testing Program
2201 North Dodge Street
P.O. Box 168
Iowa City, IA 52243

ADVISING ADULTS IN TRANSITION
IMPLICATIONS FOR DEVELOPMENTAL ADVISING

Cheryl J. Polson, Ph D
Kansas State University

One of the bad things about having to decide on a title for a speech two months ahead of time is that you are inclined to come up with a flashy title versus a realistic one! Think about it---Adult Advisees In Life Transitions: Implications for Developmental Advising. It is flashy but is it realistic? We'll see!

Let us talk about adult learners--who are they? We all know who:

--they are the only ones sitting in the front row of class

--they are the ones who get headaches from the music in the Union

--they are the ones who remember when John F. Kennedy was president

--they are the ones who think the legal drinking age should be raised to 30

--they are the ones everyone stares at in disbelief when they say they are in college "just to learn"

--they are the ones who get angry when the professor doesn't show up for class (Reich)

DEFINITION

Unfortunately, there appears to be little uniformity in the literature as to what constitutes an adult learner. Is is someone who is eligible to vote? Is is someone who is age thirty but lives at home? Secondly, there is a confusion as to what this student population should be labeled. Are they nontraditional students? Are they re-entry students? Or are they older students? For the purpose of today's discussion I would like to define the adult student as anyone over twenty-five years of age who has been away from the formal education environment for some length of time and who has multiple roles to play which may include: student, husband/wife, father/mother, son/daughter, employer/employee and/or community volunteer.

DEMOGRAPHICS

The concern for adult learner needs is not new. For a decade there have been hints that perhaps we should question the age orientation, the relevance, and the basic philosophy and goals

regarding student services (Cross & Valley, 1974; Hesburgh, Miller & Wharton, 1973; Schlossberg, 1978). Are campus housing, health care, union activities and religious centers the services most critical to the adult population? Think about it:

--how many of your adult students get letters inviting them to join sororities/fraternities?

--how many are sent health forms to be signed by their doctors?

--how many need their parents' signature before additional financial forms may be completed?

It used to be we tolerated adult learners on campus--they were few in number and had little impact on our day to day operations. Today, students over the age twenty-five are a larger and more significant presence on the college campus than had ever been expected. Since 1966 the ranks of the part time student, mostly adults, have increased by about 150 percent (Sparks, 1985). Aslanian and Brickell (1988), report that their are six million adults who study for college credit every year and that forty-five percent of all undergraduate and graduate students are now over twenty-five. This trend will continue to increase throughout the remainder of the century. Apps (1987) predicts that by 1992, 49 percent of college students will be twenty-five and older, and 47.9 percent will be part time. By 2000, 75 percent of all employed workers will need to be retrained (NUCEA, 1986).

Society is undergoing a major transformation. As a result adults are often faced with transitions which have led to an increased need for lifespan learning.

ADULTS IN TRANSITION

Developmentally, traditional students (the 18-22 year old student) and adult students have at least one thing in common. They are both groups of people who are at a transition point in their lives. Adult development theory (Gould, 1972; Levison, 1978) has shown that adults move through a series of developmental stages, periods of transitions followed by periods of stability. Adults' life structure changes as they move through these developmental stages and each stage presents its own unique developmental tasks that must be dealt with. Younger students (18-22) deal with the transition from late adolescence to young adulthood--a well defined state of adult development. Thus, traditional students are part of an age cohort--they are all going through this stage together, all dealing with the issues and problems that make up the developmental tasks of this stage. "It is so simple, in one sense, to work with students of age 18-22, who are often full-time and in residence. They have a commonality of age, of commitment, of developmental issues, and of continual interaction with the univeristy environment" (Kasworm, 1988). Adult students, ranging from 25 to 65 and up, come to our institutions experiencing a variety of developmental stages and are either moving in, moving out, or in various life transitions (Schlossberg, 1986). Very often, it is these life transisitons or

change events which trigger the adult student's return to education (Aslanian & Brickell, 1980; Epstein, 1986; Knox, 1977; Ross, 1988; Schaal, et al., 1984; Schlossberg, 1984; Sewell, 1986; and Steltenpohl & Shipton, 1986). Researchers (Albrect & Gift, 1980; Danish, et al., 1980; Schlossberg, 1984) have added to our understanding of the complexity of adult transitions and how adults respond to transitions. They refer to such things as:

--The Timing---is the transition on time or out of sequence?

--The Duration---will the transition mean a short term or long term change

--The Role Change---does the transition mean a role gain or a role loss

Such variables make transisitons become very unpredictable events for adults. "Academic advising for adult students becomes very important and complicated as both the students and their advisors face transitions requiring new adaptations, reassessments, identities and intimacies." (Grites, 1982)

DEVELOPMENTAL ADVISING

Unfortunately, these adult students are just one of the many special advisee populations found on our campuses today--we have the student athlete, the undecided student, the high risk student, and so on--all of whom have unique advising needs. It appears unrealistic to believe that administrators will create special advising centers for each of these. In fact, many of us are already being asked to do more. In a five year follow-up study to determine the "state" of academic advising, I found that between 1979 and 1984 the average number of advisees per advisor had increased from 75 to 150 (Polson & Cashin, 1981; Polson & Gordon, manuscript in progress). Perhaps an alternative delivery system to serve this wide range of special student populations is through individual, adaptive, "developmental" advising (Grites, 1982; Winston, Ender, & Miller, 1982; Winston, Miller, Ender, & Grites, 1984).

This, of course, means an expansion of what we normally define as advising (Crockett, 1978; Crookston, 1972; Grites, 1979; Mash, 1978; McCaffrey & Miller, 1980; Walsh, 1979). A movement beyond the clerical functions we often play, to one which will in fact promote the development of the whole student. In their book, Developmental Approaches to Academic Advising, Winston, Ender, & Miller (1982), suggest that in order to do this we must become developmental advisors. They offer the following definition:

"Developmental advising both stimulates and supports students in their quest for an enriched quality of life; it is a systematic process based on a close student-advisor relationship intended to aid students

> in achieving educational and personal goals through the utilization of the full range of institutional and community resources."

Given limited resources for serving special populations of advisees, I do think developmental advising can help us most effectively and efficiently serve adult learners in transitions. What I would like to do now is to go through some of the characteristics of developmental advising (Winston, Ender, & Miller, 1982) and match those to some of the characteristics and needs of adult learners.

1. **DEVELOPMENTAL ADVISING IS A PROCESS, NOT A ONE STEP PAPER ENDORSING ACTIVITY**

   Adults take counseling and learning seriously (NAPCE, 1986); as a result, they expect advising to be comprehensive and long term. Often, due to the time they have been away from the formal education system, they need someone who can help them interpret information (Butler, 1982). We need to help them learn what questions need to be asked (Moore, 1985; Trussler, 1983), this is critical if we expect them to access information on their own. We have a tendency to think that because they are adults they too have all the answers, or at least know where to look for them. Here is what one of our adult students had to say about this:

   > "Most advisors believe that since we are older, we do not need the guidance that an 18-year-old entering freshman needs. This is wrong. I spent 20 years in the army, around the world. But I do not (or did not) know any more about university procedures and life than did any other freshman."

   As developmental advisors we need to monitor the adult students' progress throughout the term, not just during registration time. Research tells us that adults have difficulty in asking for help and often ask too late (Grites, 1982; Comfort, 1974; Fisher, 1977; Grabowski, 1972). If we see advising as a one step process, chances are many adults may fall by the wayside.

   The advisor of adults is often called upon to serve as a liaison between the student and the system. This involves a long term effort not a "quick fix it." Adults are often less tolerant of institutional barriers created by outdated policies than the traditional student, who often accepts it as "that is the way it is." These students also spend less time on campus and need you to help them cut through institutional red tape (Dean & Eriksen, 1984; Hughes, 1983). Ultimately, you must serve as their advocate (Champagne, 1987; Haponski, 1983; Butler, 1982).

2. DEVELOPMENTAL ADVISING IS CONCERNED WITH HUMAN GROWTH--COGNITIVE, AFFECTIVE, CAREER, PHYSICAL AND MORAL GROWTH

We must assist our adult advisees in understanding their adult life and career development stages so that we can help them grow (Champagne, 1987; Dean & Eriksen, 1984; Kuh & Sturgis, 1980; and Steltenpohl & Shipton, 1986). Their ability to review specific life events which triggered their return to school and to understand the impact of these on their educational pursuit is critical to their success as students (Ross, 1988).

Due to a multitude of factors adult students also lack confidence in their ability to succeed (Bitterman, 1985; Brown, 1971, Griswold, 1979; Grites, 1982; Haponski, 1983; Hughes, 1983; Porter, 1970; Saunders & Irvin, 1984). We have to help them in formulating a positive self image. Approaches to this are varied, but one can begin by helping them focus on the wide range of life experiences they have had which can serve as a framework for learning.

Unforturnately, it is these very same experiences which can interfere with their learning. Adult experiences establish attitudes, values and beliefs; it is when these are in conflict with those presented in the classroom that trouble may arise (Brown, 1971). Let me give you an example, one student wrote on a returned survey:

> "The attitude of instructors is "you as students will conform to my beliefs if you want a good grade in my class." Of course this not a formal declaration made the first day of school. In cases such as this a student has two choices, neither of them good. Drop the class--therefore becoming deficient in hours for that semester--or the entire semester trying their best to succeed and still fail. This has a very adverse effect on the student's self-confidence. If a student is sharp enough to pick up on the 'hidden intent' of the instructor then he/she can succeed in passing the course by giving the instructor what they demand at the cost of sacrificing their own principles and values in some instances. I do not give up my principles and values easily. So in some cases I have dropped classes. In other cases, I felt the class was important enough to conform."

Unlike the traditional student who is beginning to establish his/her values, adults may need encouragement from advisors to remain open and flexible to other views of the world. This will allow them the freedom to re-evalute or perhaps reconfirm their belief system. In some instances, just having an advisor to listen while they sort out conflicting systems will be enough.

3. DEVELOPMENTAL ADVISING IS GOAL RELATED

"Goals are established cooperatively with advisors but owned by the advisee. They provide direction for academic, career and personal growth planning" (Winston, Ender, & Miller, 1982). Adult advisees tend to be very application and goal oriented (Grites, 1982; Bitterman, 1985). This goal directedness has the potential to interfere with his/her college success and the advisor may need to intervene. First, since they are goal oriented they sometimes fail to look realistically at their re-entry goals. We must help them develop educational plans which consider their personal and situational constraints (Brown, 1971; Griff, 1987; Kuh & Sturgis, 1980; Murgatroyd, 1980; Steltenpohl & Shipton, 1986). For example, a married female adult who wants to go into fashion merchandising but whose family owned business is located in Halstead, Kansas population 2000, may be unrealistic to believe she will ever put her degree into action. We can all think of examples where we have had to assist the adult in "reality testing." When we alert them to potential roadblocks we must also provide vehicles for them to explore options and available opportunities (Dean & Erikson, 1984).

A second problem which is occasionally created by the adult learners' application-orientation is their intolerance for instruction which appears irrelevant to their goals. A standard question we are frequently asked is, "What does Concepts of Physical Education have to do with being an engineer?" These types of questions challenge advisors to demonstrate the relationship between requirements which seem unconnected to the students' goals (Brown, 1971).

This concern for relevancy is also related to the frustrations which arise when adult students are required to take courses which they already have expertise. For example, one student said:

> "Structure our curriculum to take into account our professional experience. Some basic courses, such as physics could be waived. Personally I have been working with the laws of physics throughout my professional career and now I am forced to 'learn' it in a structured context and be tested abstractly over something I know with a different contextual perspective."

We have two alternatives in these situations, we can help the adult investigate alternative credit sources (such as CLEP Exams) to avoid course duplication (Haponski, 1983). If such alternatives are not in place, we can become advocates to make sure our institutions begin to move in that direction. Of course, that is no easy task! It all boils down to the fact that adults don't want to waste time (Richter-Antion, 1986). They are "NOW" oriented unlike the traditional student who is often "FUTURE" oriented.

4. DEVELOPMENTAL ADVISING REQUIRES ESTABLISHING A CARING RELATIONSHIP

Until recently, I thought <u>everyone</u> knew this was the bottom line for being an effective advisor. Having been a teaching faculty member for three years I have begun to realize how easy it is to get caught up in the research demands and to get enmeshed in the political games of college. It does take <u>extra</u> effort to be a developmental advisor. Perhaps adults, more than any other student population, need someone within the institution who cares. They may have decided to attend college at whatever cost and often in strong opposition to family members, friends, and/or employers (Grites, 1982; Claus, 1986, Porter, 1970). Feelings of isolation and marginality are not uncommon to these students (Bitterman, 1985; Saunders & Irvin, 1984; Steltenpohl & Shipton, 1986).

If we think back to the complexity of the transitions which triggered an adult student's return to formal education, we can understand their need for someone to demonstrate concern. Adults in the midst of a transition need assistance in visualizing new avenues--they sometimes get immobilized and fail to be creative in their movement through transitions (Schlossberg, Ansello, & Pollack, 1987). We have to help them understand the transition and to help them develop strategies, based on their personal strengths and weaknesses.

Playing multiple roles, adults frequently need assistance in reordering their lives so that college can be more smoothly intergrated into their lives (Claus, 1986; Bitterman, 1985; Haponski, 1983; Richter-Antion, 1986). As an advisor, being sensitive to these non-academic interests and commitments is critical (Uncapher, 1983; Saunders & Irvin, 1984). Helping them develop coping skills cannot be overlooked (Murgatroyd, 1980)! It is evident, advisors must be a source of support and guidance for adults (Dean & Eriksen, 1984).

5. DEVELOPMENTAL ADVISING UTILIZES ALL CAMPUS AND COMMUNITY RESOURCES

Successful developmental advisors have become so only by capatilizing on networks, both inside and outside their institution, to supplement their individual resources (Dean & Eriksen, 1984). This involves taking the time to identify and getting to know key resource people in many of the student service areas of campus. Individuals chosen should be done so on their understanding and sensitivity to adult learners. Basically, they are people who won't say "you ask too many dumb quesitons" when the adult learner begins to run through his/her list of questions. Financial aid, registration, career counseling, and tutoring are extremely critical student service areas in which to develop linkages. Community agencies can also be central to your success. Many

adults have strong ties to their communities and may be more comfortable in seeking assistance, whenever possible, through such agencies. A suggestion that they seek counseling through their church, that they look into local child care cooperatives, and that they explore alternative transportation sources may remove barriers to attending school which they once thought were insurmountable.

CONCLUSION

In a recent study (Polson & Eriksen, submitted for publication) which surveyed NACADA members to determine how their institutions were responding to adult learners, academic advising was the student service most frequently mentioned. If we are to be the adult students "lifeline" we can no longer just sign their pre-enrollment and send them on their way. We must serve as our institutions "change agents." In doing so we will promote a sensitivity to the unique circumstances adult students bring with them as they enter our educational institutions. We should be committed to altering our institutions "traditions" to better serve our adult learners. This entails extending student services (including academic advising) to times and places when they can be utilized by adults--in the evening, on the weekends, and perhaps off-campus. When necessary, we should capitalize on our off-campus connections to ensure the adults ability to remain in higher education. These may assist us in helping the learners locate alternative transportation sources, child care services and financial assistance. Acknowledging the prior knowledge adults bring to the college environment will also be critical to our success as change agents. We must insist that our institutions adapt a system and create methods by which previous college level learning may be assessed. We should encourage institution-wide knowledge of effective mehtods by which to teach adults. Attempts to more effectively integrate this student population into our colleges and universities will also be necessary. It is up to us to help them feel "connected" to, and therefore committed to, our insitutions. Finally, and perhaps most importantly, our advising must be developmental. We must understand the developmental tasks and developmental process adults in transition confront and must create an environment to achieve such tasks essential to the students total development.

As you work with adults in transitions you may want to remember this quote by Emerson:

"Not in his goals
But in his transitions
Man is great."

May all of you help your advisees become great.

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